

FISCAL NOTE WORKSHEET (Revised Nov. 2006)

REVISED

Agency: Utah State Office of Education
Daniel Schoenfeld
 Requested By

Bill Number HB 291 3rd Sub

Office of the Legislative Fiscal Analyst
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 Salt Lake City, UT 84114-5310
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Fax/Electronic Mail Transmittal

Date: _____
Name: _____
Fax Number: _____

Please return to Fiscal Analyst by: February 13, 2007

TITLE OF BILL: STUDENTS QUALIFYING FOR SERVICES FOR DEAF

This Bill Takes Effect: ☐ On Passage ☐ On July 1 ☒ 60 Days after session ☐ Other _____

Bill Carries Own Appropriation: ☐

FISCAL IMPACT OF PROPOSED LEGISLATION

A. Revenue Impact by Source of Funds:

First Year

Second Year

	First Year	Second Year
1. General Fund		
2. Uniform School Fund - Free Revenue	\$150,000	\$150,000
3. Transportation Fund		
4. Collections		
5. Other Funds (List Below)		
6 Local Funds		
7. TOTAL	\$150,000	\$150,000

B. Expenditure Impact by Source of Funds:

1. General Funds		
2. Uniform School Fund - Free Revenue	\$150,000	\$150,000
3. Transportation Fund		
4. Collections		
5. Other Funds (List Below)		
6 Local Funds		
7. TOTAL	\$150,000	\$150,000

C. Expenditure Impact Summary:

1. Salaries, Wages and Benefits	\$150,000	\$150,000
2. Travel		
3. Current Expenses		
4. Capital Outlay		
5. Other (Specify)	\$0	\$0
6. TOTAL	\$150,000	\$150,000

D. Impact in Future Years?

If no fiscal impact in first two years, indicate if there will be any impact in future years, and explain. Also, indicate any significant changes in fiscal impact beyond the first two years. Use back side, if necessary.)

No additional impact is expected from this bill.

Von Hortin, Audit/Finance Specialist USOE, Finance & Statistics

538-7670

02/14/07

Prepared By

Title

Agency

USOE

Phone No.

Date

E. Identify Sections of the Bill That Will Generate the Additional Workload or Cost Increase

Line 28a includes a new group of students that might be served by changing the language to "Deaf Blind".

F. Expenditure Impact Details (*Ties to totals in Section C*)

List and document methodology and/or assumptions used in determining need for workload and cost increase.

List number, type, and step ranges of personnel required, including benefits.

List details of other impacted expenditure categories as shown in Section C.

List additional space requirements and cost associated with requirements of this bill.

(USE ATTACHMENTS IF NECESSARY.)

This last year there were five students who have applied for appeals on services denied by the institution who are likely to appeal again once this change is made. Assuming they are granted the rights to services at a cost of \$30,000 or student this would create a new cost for the USDB.

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G. No Fiscal Impact or Will Not Require Additional Appropriations?

Specify why this bill will have no fiscal impact on your agency or institution.

Specify how you will reallocate workloads, resources, or funding sources to eliminate need for additional appropriations. (USE ATTACHMENTS IF NECESSARY.)

There would be fiscal impact from this bill.

H. If Bill Carries It's Own Appropriation:

Indicate if the amount appropriated is adequate to meet the purposes of the bill.

Are there future additional costs anticipated beyond the appropriation in the bill?

The bill carries no appropriation.

I. Impact on Local Governments, Businesses, Associations, and Individuals

Specify requirements in the bill that drive the impact on local governments.

*Indicate costs or savings that are **DIRECT and MEASURABLE**. If direct and measurable data are not available, are there areas that potentially could have a fiscal impact? (USE ATTACHMENT IF NECESSARY.)*

Local School Districts/Charter Schools : This would allow transfer of some students from district services to the USDB.

Businesses and Associations :

Individuals : An individual wishing to apply for services which had been denied previously would need to appeal through the State Board of Education rather than through the Board of Trustees to be admitted.

Narrative Description of Bill : This bill would include a new group of students not currently being served by USDB. The change will result in a possible increase of new students being granted services by USDB instead of at their school district. This would fundamentally change the mission of the USDB and their service patterns.